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ABSTRACT

This revised teachers guide attempts to facilitate the study of selected cultures through a conceptual approach and multimedia instruction in a spiral curriculum. There are six units: 1) Cultures and Archaeology --cultural factors, cultural study, artifacts, fossils, archaeological sites and evidence; 2) Food Gathering Complex --life styles, cultural development, tribal organization and society of the Malayan Semang, Aborigines, Bushman, Pygmys, and Eskimo; 3) Agrarian-Handicraft Complex --characteristics, land and resources, family life, education, religion, arts, and sciences in Southeast Asia, Africa, South America, and Egypt-Mesopotamia; 4) Greek Culture and 5) Roman Culture --life styles, religion, philosophy, education, fine arts, politics, government, military, technology and cultural tradition; and, 6) Industrial Complex --environmental influences on industrialization, types of industries, institutions promoting and controlling industry, cultural and social change with regard to industrial development, urbanization, and world trade. Each of the content sections outlines the major concepts, behavioral objectives, class activities, resources, and evaluation techniques. In addition, there is a list of basic instructional materials including books and filmstrips. (SBE)

ED045508

Joint City School
District No. 1
West Allis,
West Milwaukee
et al.

SOCIAL STUDIES

SELECTED CULTURES

GRADE 6

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SOCIAL STUDIES

SELECTED CULTURES

GRADE 6

Marshall R. Taylor
Superintendent of Schools

Jt. City School District No. 1
West Allis-West Milwaukee, et al.

JOINT CITY SCHOOL DISTRICT NO. 1
West Allis, West Milwaukee, et al.

PHILOSOPHY OF EDUCATION

The primary task of any school in Joint City School District No. 1, West Allis, West Milwaukee, et al. is to bring about the maximum development of every boy and girl so that the privileges and responsibilities inherent in our democratic way of life will endure. This can be achieved only by our being constantly aware of the dignity and worth of the individual; by our acceptance of the fact that each child has his own interests, abilities, and needs; and by our sincere belief that the fullest development of the abilities and personality of each pupil is vital. His education must, therefore, assure the attainment of certain common skills, information, and understandings essential to group living, and should develop wholesome spiritual, social, and civic attitudes, as well as academic proficiency.

The dignity of all work should constantly be kept before the children. We should develop good physical and mental health, the wise use of leisure time, and an understanding of the necessity and desirability of wholesome family relationships. We must also try, through effective teaching and the physical environment of our schools, to inspire an appreciation of the beauty that is possible in the home, and in the community.

In short, education should lead to enriched living, personal satisfaction, and better adjustment to life. It should provide opportunities for group endeavor where boys and girls may experience friendliness, responsibility, cooperativeness, competition, and an opportunity for leadership in civic, vocational, social, and academic areas. It is to this end - a better life in our democratic society through the education of our young people - that the public schools dedicate themselves.

JOINT CITY SCHOOL DISTRICT NO. 1
West Allis, West Milwaukee, et al.

OBJECTIVES OF EDUCATION

In fulfilling its obligation to the boys and girls, the public schools of Joint City School District No. 1, West Allis, West Milwaukee, et al., will endeavor to provide opportunities for:

1. The development of each individual in keeping with his capacities, needs and interests.

2. The development of competence in fundamental academic skills.

3. The attainment of information and understandings essential to group living.

4. The development of sound physical and mental health.

5. The motivation of each individual toward preparing himself for earning a living in a vocation for which he is best fitted.

6. The recognition of the worthy use of leisure time through recreational activities and an appreciation of the arts.

7. The stimulation of mental growth through scientific thinking.

8. The recognition of the responsibilities and privileges of family and community life.

9. The understanding of the privileges and responsibilities inherent in a democratic way of life through the development of wholesome spiritual, social, and civic attitudes.

FOREWORD

This revised guide utilizes suggestions and ideas from sixth grade teachers in the West Allis-West Milwaukee school system. It attempts to facilitate the study of SELECTED CULTURES through a conceptual approach. One of the major goals of this conceptual approach is to help pupils gain knowledge and understanding of broad generalizations or concepts along with necessary factual knowledge. Certain concepts and generalizations, due to their importance and position in this spiraling curriculum, should be considered for special emphasis. These generalizations and concepts are identified in this guide with a double asterisk. While it is felt that these major generalizations and concepts are key elements to be expanded upon as the pupils' schooling continues, there is no desire to forget or completely de-emphasize the remaining generalizations and concepts.

This revised guide, which is based on teacher suggestions made at meetings held during the 1968-1969 school year, contains several modifications. In addition, several units have been revamped.

Unit I (Cultures and Archeology). Only minor revisions were made.

Unit II (Food Gathering Complex). Minor changes were made in wording and activities.

Unit III (Agrarian Complex) and Unit IV (Handicraft Complex). These were combined into one unit labeled Unit III (Agrarian-Handicraft Complex). This combined unit attempts to avoid repetitious material, elimate unimportant detail, and provide for more continuity in the program. It also allows for more in depth study of Egypt and Mesopotamia.

Unit IV (Greece) and Unit V (Rome). These were revised to permit more in depth study of these cultures through modified generalizations and concepts, content, and activities.

Unit VI (Industrial Complex). This was expanded to provide for greater in depth studies of industrialized cultures. This unit compensates for the elimination of detailed study of industry in Grade V.

It is hoped that the revised guide will provide a workable framework for all teachers. While very specific activities, resources, and evaluations have been listed, these are not meant to restrict the teacher's initiative, resourcefulness, and creativity. Hopefully, teachers will continue to look for other activities and resources that will be even more effective than the ones listed.

Each teacher can continue to be of great assistance by noting successes or failures as they occur. Written notations in the guide can be invaluable for future revision. Notations of special activities and materials for slow and accelerated learners will also be of great value.

ACKNOWLEDGMENTS

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Acknowledgment is also made to the Wisconsin State Social Studies Committee under the direction of Emlyn Jones, University of Wisconsin, and Russell C. Mosely, State Department of Public Instruction, for the Conceptual Framework and the Scope and Sequence.

Revised September, 1969

SELECTED CULTURES

LIST OF BASIC INSTRUCTIONAL MATERIALS

I. MATERIALS SUPPLIED FOR EACH SIXTH GRADE CLASSROOM.

QUANTITY	TEACHERS EDITION	TITLE
5	1	Man and His Changing Culture Allyn and Bacon, Inc.
10	1	World Cultures - Past and Present Harper and Row
10	1	The Changing Old World Silver-Burdett
12	None	How Man Began Benefic Press
8	1	Backgrounds of American Freedom Macmillan
1	None	Long Ago in the Old World Merrill
1	None	World Ways Silver-Burdett
1	None	The Story of Man's Past Ginn
1	None	Man From the Beginning Creative Educational Society

QUANTITY	TEACHERS EDITION	TITLE
3	None	Argentina Fideler
3	None	Denmark Fideler
3	None	New Zealand Fideler
3	None	Central America Fideler
3	None	Switzerland Fideler
30	1	The Development of Man and His Culture: Old World Prehistory (Publication #31) Anthropology Curriculum Project Athens: University of Georgia

II. MATERIAL SUPPLIED FOR EACH ELEMENTARY SCHOOL FOR USE IN SIXTH GRADE CLASSROOMS. (One set or copy per school)

QUANTITY	TITLE AND DESCRIPTION
1 set	Filmstrip - How Man Began #393811 Benefic Press
1 each	Filmstrip - Old Stone Age 381-1 Society Visual Education
1 each	Filmstrip - Primitive Tools Society Visual Education
1 each	Filmstrip - The River Cultures - Mesopotamia Society Visual Education
1 each	Filmstrip - The Rise of River Cultures - Egypt Society Visual Education
1 each	Filmstrip - Living in India and Pakistan Society Visual Education
1 each	Filmstrip - Early Man and His Food Popular Science
1 each	Filmstrip - Stone Age People Life Filmstrips
1 each	Filmstrip - Growth of Society - Epic of Man Series Life Filmstrips
1 each	Filmstrip - Discovery of Agriculture - Epic of Man Series Life Filmstrips
1 each	Filmstrip - Prehistoric Man - Dawn of Civilization #37A Eye Gate

QUANTITY	TITLE AND DESCRIPTION
1 each	Filmstrip - Daedalus and Icarus #184-C Eye Gate
1 each	Filmstrip - Agriculture - India #139-F Eye Gate
1 each	Filmstrip - Damon and Pythias #184-J Eye Gate
1 each	Filmstrip - Life in Ancient Egypt ME400 Eye Gate
1 each	Filmstrip - Life in Ancient Greece ME401 Eye Gate
1 each	Filmstrip - Soil and Its Conservation #99-E Eye Gate
1 each	Filmstrip - Life in Ancient Rome ME402 Eye Gate
1 each	Filmstrip - Dairy Farming #54-F Eye Gate
1 each	Filmstrip - Cattle Raising #54-G Eye Gate
1 each	Filmstrip - Fruit Farming #54-H Eye Gate
1 each	Filmstrip - Truck Farming #54-I Eye Gate
1 each	Filmstrip - Land of the Free ME1024 - Story of Agriculture Eye Gate

QUANTITY	TITLE AND DESCRIPTION
1 each	Filmstrip - Industry Changes America ME1025 Eye Gate
1 each	Filmstrip - New Inventions and Industrial Development #80-C Eye Gate
1 each	Filmstrip - New Processes and Industrial Development #80-B Eye Gate
1 each	Filmstrip - New Systems of Business Organization and the Flood of Immigration #80-D Eye Gate
1 each	Filmstrip - Life in the New Stone Age #401363 McGraw-Hill
1 each	Filmstrip - Life in a Medieval Castle #401363 McGraw-Hill
1 each	Filmstrip - Life in a Medieval Village #401363 McGraw-Hill
1 each	Filmstrip - Rise of Settled Village Life Educational Record Sales
1 each	Filmstrip - Bantu in South Africa #5 Educational Record Sales
1 each	Filmstrip - Eskimos of St. Lawrence Island #2930 Jam Handy
1 each	Filmstrip - The Australian Aboriginals #8250 S. Bowmar

QUANTITY	TITLE AND DESCRIPTION
1 each	Filmstrip - The Hellenic Greeks #381-5 Roa's
1 each	Filmstrip - Feudalism #381-10 Roa's
1 each	Filmstrip - The Hellenistic Greeks #381-6 Roa's
1 each	Filmstrip - Machines For a Land of Plenty - Evolution of Farming Bailey Films, Inc.
1 each	Filmstrip - Lumber Industry -G Carlton Films
1 each	Filmstrip - Mexican Handicrafts -G Carlton Films
1 each	Filmstrip - Indian Crafts -CU Carlton Films
1 each	Filmstrip with Recording - A Nation of Immigrants -C-418 (Fia 67-2558) Library of Congress
1 set	The Roman Way of Life (4 Filmstrips, 2 records, 4 guides) Roa's 383-1 The People of Rome 383-2 The Religions of Rome 383-3 The Roman Communities and Homes 383-4 Roman Architecture and Art

SOCIAL STUDIES - GRADE 6
SELECTED CULTURES

CONTENT

I. Cultures and archeology
  A. Cultural factors
    1. Customs
    2. Beliefs
      a. Religion
      b. Notion of race
    3. Language
    4. Law
    5. Technical know-how
    6. Ways of transmission to descendants
  B. Study of culture
    1. Anthropology
    2. Archeology
      a. Purposes
      b. Methods
      c. Tools
      d. Contributions to archeology
  C. Evidences of man's past cultures
    1. Artifacts
      a. Tools
      b. Handicrafts
      c. Others
    2. Fossils
    3. Archeological sites (Villages found, etc.)
  D. Archeological evidence of Stone Age groups
    1. Location
      a. Africa
      b. Southern Asia
      c. Europe
      d. Others

II. Food gathering complex
  A. Way of life
    1. Means of obtaining food
      a. Hunting and fishing
      b. Gathering and collecting
    2. Shelter
    3. Resources used
      a. Stone
      b. Flint
      c. Antlers
      d. Others
    4. Unpolished implements
      a. Pebble tools
      b. Hand axe
      c. Flake tools
      d. Chopper tools
      e. Blade tools
    5. Tribal organization
    6. Customs
  B. Cultural progress
    1. Diversified and special tools
    2. Inventions (needle, thread, etc.)
    3. Appearance of arts (music, painting)
    4. More complex patterns of society
  C. Present day examples of food gatherers
    1. Malayan tribe (Semang), Aborigines, Bushman, Pygmys (Africa), and Eskimo
      a. Family life
        1) Roles of members
        2) Form of order
        3) Customs
        4) Communication
      b. Form of economy
        1) Gathering and collecting food and forest products
        2) Hunting
        3) Bartering
        4) Basket making
      C. Environment
        1) Economic value
        2) Disadvantages

CONTENT--Continued

III. Agrarian-Handicraft Complex
  A. Shifting agriculture
    1. Characteristics
      a. Garden patches
      b. Supplementary food supply
    2. Representative areas (present day)
      a. Southeast Asia
      b. Africa
      c. South America
  B. Sedentary agriculture-Handicrafts
    1. Characteristics
      a. Primary food supply
        1) Plants
        2) Animals
      b. Settlement in one place
      c. Innovation
    2. Representative Areas (Egypt-Mesopotamia)
      a. Land and resources
        1) Location and size
        2) Natural resources
        3) Climate
      b. Activities of the People
        1) Family life
          a) Food
          b) Dress
        2) Education
        3) Religion
        4) Arts
        5) Sciences

IV. Greek culture
  A. Customs and institutions
    1. Family life
    2. Activities
    3. Clothing
    4. Others
  B. Beliefs and values
    1. Importance of mind
    2. Gods and goddesses
    3. Inferiority of women
    4. Others
  C. Government
    1. City-states
    2. Type of democracy - Athens
    3. Military state - Sparta
  D. Education
    1. Military
    2. Universities
    3. Libraries
    4. Others
  E. Technical know-how
    1. Efficiency in business and trade
    2. Architecture, sculpture, etc.
    3. Sciences
      a. Philosophy
      b. Medicine
      c. Mathematics
      d. Astronomy
      e. Government
    4. Others
  F. Ways of transmission to descendants
    1. Stories and poems
    2. Greek histories
    3. Education
    4. Others

CONTENT--Continued

V. Roman culture
  A. Development
    1. Social
      a. Family
      b. Recreation
      c. Religion
    2. Intellectual
      a. Philosophy
      b. Education
    3. Artistic
      a. Literature
      b. Sculpture
    4. Political
      a. Government
      b. Military
    5. Technological
      a. Medicine
      b. Science
      c. Engineering
  B. Transmission to descendants
  C. Decline and fall

VI. Industrial complex
  A. Conditions favoring industrialism
    1. Geographical location
    2. Natural resources
    3. Skilled labor
    4. Demand for products
    5. Native raw materials
    6. Accumulated capital
  B. Types of Industries
    1. Extractive industries
      (Taking nature's resources from the earth)
      a. Agriculture
      b. Mining
      c. Forestry
      d. Fishing
    2. Fabricating industries
      (Processing of raw materials)
      a. Textiles
      b. Glass making
      c. Food and beverage processing
      d. Steel building materials
      e. Electrical appliances
      f. Building
      g. Defense
      h. Others
    3. Distributive industries
      (Selling, services, and final use of products)
  C. Institutions promoting or controlling industry
    1. Government
    2. Education
    3. Bank and other financiers

CONTENT--Continued

D. Cultural change in industrial complexes
  1. Industrialization
    a. Early effects
      1) Workers left home to work in factories
      2) Working hours very long
      3) Entire families worked
      4) Wages were very low
      5) People were no longer self sufficient (as in Agrarian culture)
      6) New machines required fewer farmers
    b. Immigration
      1) Increased population
      2) Brought new skills
      3) Brought new customs
    c. Later effects of industrialization
      1) Unions formed to help change poor working conditions
      2) Shorter working hours provided more free time
      3) Wages were better so standard of living rose
      4) High wages brought more material good
      5) More free time required more and better recreational facilities
  2. Urbanization and its effects on culture
    a. People lived closer together
    b. There is a change in relationship between people
    c. Shelter is different--more multi-story buildings
    d. People are not self-sufficient in urban areas
    e. Stores provide food and clothing--Agrarian customs dying
    f. Large populations require many outlets for recreation
    g. Entertainment has grown in importance and has changed
    h. Effects of transportation
      1) Highways
      2) Autos and pollution
    i. Care of old people
    j. Services necessary in urban areas cause development of different occupations
E. World industrial complexes

1.

CONCEPT

**Although people everywhere have similar needs and desires, their ways of meeting them differ according to their culture.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list in writing four factors which are part of a people's way of living.

B. Pupils will state orally two similar needs that humans (cultures) display.

C. Pupils will state orally three different ways by which groups satisfy a particular need.

CONTENT

I. Cultures and Archeology
   A. Cultural Factors
      1. Customs
      2. Beliefs
         a. Religion
         b. Notion of race
      3. Language
      4. Law
      5. Technical know-how
      6. Ways of transmission to descendents

ACTIVITIES

AA. Hold a discussion dealing with differences in groups of people around the world; e.g., foods they eat, clothes they wear, language they use, color of skin, etc.

AA. List differences on chalkboard dividing them into ways of living and physical traits.

AA. Have pupils classify ways of living into categories such as customs, beliefs, etc.

BB. Have class identify some needs that all groups of people seem to have; e.g. food, water, shelter, etc. List on board.

CC. Discuss and list different ways by which particular groups satisfy particular needs: e.g.. shelter: Indians and tents, Eskimo and igloo, American and wood and brick, etc.

RESOURCES

AA. Pupil background and experience.

AA. General reading in available texts if needed.

CC. Pupil background and experience.

EVALUATION

A. Pupils should be able to list in writing four factors which are part of a people's way of living.

B. Pupils should state orally two similar needs that humans (cultures) display.

C. Pupils should state orally three different ways by which various groups satisfy a particular need.

3.

BEHAVIORAL OBJECTIVES--Continued

D. Pupils will be able to write a definition of the term culture.

ACTIVITIES--Continued

DD. Tell class that such things as discussed in A through C are part of culture. Have them read to formulate their own definition of what culture is.

DD. After reading, discuss pupils' definitions. Place ideas on chalkboard to help formulate final definition. Have pupils place the final definition in their social studies notebooks. Possible definition: Culture is all of the customs, beliefs, laws, technical knowledge, language, and other things we learn from our ancestors and teach to our descendents.

CONCEPT

** Notions about race arose from the fact that people are born with different physical traits such as skin color. No one is born with culture but each person acquires the culture of his group as he lives and learns within it.

CONTENT

BEHAVIORAL OBJECTIVES

A. Pupil will be able to list in writing three factors that are not racial in character; e.g., clothing, language.

B. Pupil will list in writing three factors that are racial in character; e.g., skin color, hair characteristics.

ACTIVITIES

AA. Pupils will do general reading to answer the question, "What is race?"

AA. Discuss factors that are either racial
BB. or cultural in nature. List on board under correct headings and have pupils place the lists in their notebooks.

RESOURCES--Continued

DD. Benefic Press, How Man Began, pp. 11-13, 25, 61, 65, 72-73, 76, 82-85, 87-91

Creative Educational Society, Man From the Beginning, (look in index)

Allyn & Bacon, The Changing Earth & Its People, p. 185

EVALUATION--Continued

D. Pupils should be able to write a definition of the term culture.

(Items A and D to be included in a written test at the end of the unit.)

RESOURCES

AA. Macmillan, Backgrounds of American
BB. Freedom, p. 12
Benefic Press, How Man Began, pp. 62-73
Educational Society, Man from the Beginning, pp. 44-51

EVALUATION

A. Pupils should be able to list in writing three factors that are not racial in character.

B. Pupils should be able to list in writing three factors that are racial in character.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to list in writing the three main racial groupings.

D. Pupils will verbally give an example of a culture that contains several races.

ACTIVITIES--Continued

CC. Continue discussion and from pupils' reading and experience, list the three main racial groupings on the board. Discuss some characteristics of each. Place these terms in notebooks.

DD. Discuss the United States and list different races found within our nation. Indicate examples of persons of various racial origins and how they are a part of our culture; e.g. Bill Cosby, Hayakawa, etc.

RESOURCES--Continued

CC. Same as in AA and BB.

EVALUATION--Continued

C. Pupils will be able to match the terms for the three main racial groups with a description of each.

D. Pupils should state orally the name of a culture that contains several races.

(Items A, B, and C to be included in a written test at the end of the unit.)

7.

CONCEPT

Man has developed special tools and methods that are used to study himself and his world.

BEHAVIORAL OBJECTIVES

A. Pupil will define in writing the terms anthropology, archeology, excavation, and artifacts.

B. Pupils will be able to state orally two purposes and two contributions of archeology.

C. Pupils will be able to list in writing two methods employed by archeologists in excavating a site and two methods used in classifying and dating sites and finds.

D. Pupils will be able to list four tools the archeologist uses in his work.

CONTENT

B. Study of Culture
   1. Anthropology
   2. Archeology
      a. Purposes
      b. Methods
      c. Tools
      d. Contributions to archeology

ACTIVITIES

AA. Pupils should find definitions for the terms anthropology and archeology and, after deciding with the class which definitions are the best, have them write them in their notebooks.

BB. Pupils should read to discover purposes and contributions of archeology. Class discussion should follow reading.

BB. Pupils should read and view transparencies
CC. to find purposes for the study of archeology,
DD. methods employed and tools used.

CC. Pupils should read to gather information
DD. for writing an imaginary account of themselves working as an archeologist. The pupils should tell reasons why they are digging a particular site, methods and tools they are using to excavate, methods they will use to find the approximate dates of their sites and artifacts.

RESOURCES

AA. Benefic Press, How Man Began, pp. 12-16
BB. Supplementary sheets: "The Development
CC. of Man & His Culture--Archeology", pp.
DD. 1-19
"The Development of Man & His Culture--Archeological Methods", pp. 1-19
Ginn, The Story of Man's Past, pp. 28-33
Harper & Row, World Cultures Past & Present, pp. 19-21
Supplementary transparencies

EVALUATION

A. Pupil should match the terms anthropology, archeology, excavation, artifacts with the corresponding definition.

B. Pupil should be able to state orally two purposes and two contributions of archeology.

C. Pupils should be able to list in writing two methods employed by archeologists in excavating a site and two methods used in classifying and dating sites and finds.

(Items A, C, and D to be included in a written test at the end of the unit.)

9.

CONCEPT

** Early artifacts provide information on the historical background of cultures.

(History)

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list verbally three archeological findings and what each has told us about man's past.

CONTENT

C. Evidences of Man's Past Cultures
   1. Artifacts
      a. Tools
      b. Handicrafts
      c. Others
   2. Fossils
   3. Archeological Sites (villages found, etc.)

ACTIVITIES

AA. Using various resource books, have pupils locate pictures of artifacts and explain orally what each finding tells us about man's past.

AA. Have children imagine that 3000 years from now an archeologist is excavating the ruins of their school. Have them discuss questions of this type: 1) What objects might be found? 2) What could be learned about our civilization?

RESOURCES

AA. Use all resources available
1. Texts
2. Library Books
3. Magazines
4. Others

EVALUATION

A. Pupils should be able to list verbally three archeological findings and what each has told us about man's past.

11.

CONCEPT

The cultures to be studied have locations on the earth and can be related in terms of distance, direction, and time.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to locate four early cultures on a world map or desk atlas.

B. Pupils will be able to measure the distance in miles from their home area to several early cultures as well as distances between several early cultures by using a world map.

C. Pupils will be able to state orally the directions several cultures are from one another.

D. Pupils will be able to state orally that evidences of early stone age cultures have not been found in North America.

CONTENT

D. Archeological evidence of Stone Age groups
   1. Location
      a. Africa
      b. Southern Asia
      c. Europe
      d. Others

ACTIVITIES

AA. Pupils skim to develop a list of six sites to be located on a wall map or desk atlas:
   1. Neanderthal man - France
   2. Cro-Magnon man - France
   3. Pekin man - China (Peking)
   4. Java man - Java
   5. African near man - Southeast Africa

BB. Have pupils use desk atlases to find distances between desired areas that have been listed on the board; e.g. Southern France to Milwaukee--6,000 miles, Southern France to Tanzania--4,000 miles, etc.
(Purpose: Spacial relationship between culture and culture, and between culture and home.)

CC. Class discussion dealing with questions pertaining to directions from one culture to another; e.g., Cro-Magnon to African near man, S-SE.

DD. Continue discussion and have pupils recognize and verbalize that no early stone age sites have been found in North America.

RESOURCES

AA. Benefic Press, How Man Began, pp. 19-54
Benefic Press, How Man Began, Map p. 22

AA. View filmstrip and transparency, How Man Began

EVALUATION

A. Pupils will be able to locate four early cultures on a world map or desk atlas.

B. Pupils will be able to measure distances between given points on a map.

C. Pupils will be able to state orally directions several cultures are from one another.

D. Pupils will be able to state orally that evidence of early stone age cultures have not been found in North America.

BEHAVIORAL OBJECTIVES--Continued

E. Pupils will be able to state orally and indicate on a time line the time period during which most stone age cultures existed.

F. Pupils will place in order on a given numbered time line the five cultures mentioned.

G. Pupils will be able to state orally three ways in which the studied cultures can be related. (Distance, direction, and time)

ACTIVITIES--Continued

EE. Have a small group of pupils prepare a time line as per example on pp. 24-25 of How Man Began and present this information to the class.

EE. Teachers will ask questions of class pertaining to position of stone age on the time line.

FF. All pupils should copy the presented time line for placement in their notebooks.

GG. Discuss cultures in terms of how the studied cultures can be related. (Inductive approach)

1. What might one relationship between places be? (Distance) Could we relate cultures this way?
2. How else do you relate places to one another? (Direction)
3. What might be a third relationship? (Time) Refer to the time line for a clue.

What are the three ways these cultures can be compared? Can all cultures be related in this manner? Give an example.

RESOURCES--Continued

EVALUATION--Continued

D & E. Pupils should place in order on a given numbered time line the five cultures mentioned. (Use on a test to be given after completion of material in part A.)

. . . . . .

G. The pupil should be able to state orally three ways in which the studied cultures can be related.

15.

**CONCEPT

Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of capital goods.

CONTENT

II. Food Gathering Complex
    A. Way of life
        1. Means of obtaining food
            a. Hunting and fishing
            b. Gathering and collecting
        2. Shelter
        3. Resources used
            a. Stone
            b. Flint
            c. Antlers
            d. Others
        4. Unpolished implements
            a. Pebble tools
            b. Chopper tools
            c. Flake tools
            d. Blade tools
        5. Tribal organization
        6. Customs

BEHAVIORAL OBJECTIVES

A. Pupils will be able to write a paragraph listing four kinds of food eaten by early man and three difficulties he might have encountered in his search for enough food for survival.

ACTIVITIES

AA. Have children answer a set of hypothetical questions to help them understand possible hardships of early man. Example:
    1. How would you capture a deer or bear without using a gun? Approximate time this took.
    2. How would you capture a bird and prepare it for eating. Give the approximate time this would take.
    3. What problems might arise in picking enough berries for a meal?
    4. You will be living in a deep woods for the next six months. How will you arrange for shelter?
    5. If people had to live this way, what would be the most important occupation?

RESOURCES

EVALUATION

A. Given a list of foods, pupils will check those that early man depended upon for existence.

A. Pupils will list three difficulties early man encountered in his search for food.

BEHAVIORAL OBJECTIVES--Continued

B. From their reading pupils will be able to estimate the proportion of available time early man spent in gathering food and the proportion left for other pursuits.

C. Pupils will be able to write a description of the life of early man describing how basic survival prohibits the production of capital goods. Have them include information on four of the six topics listed in BB.

ACTIVITIES--Continued

BB. Divide class into six groups to do reading and research for written and oral reporting on the following:
1. Methods of obtaining food and shelter
2. Use of resources
3. Development of tools and weapons
4. Tribal organization
5. Transportation and communication
6. Customs and beliefs

After completion of research, each group will contribute illustrations for a class filmstrip on topic chosen and will give report to class as filmstrip is shown.

BB. Illustrations made by each group may be used in place of filmstrip.

CC. Class discussion to bring out the relationship of basic survival to production of capital goods.

CC. View filmstrips on Old Stone Age and Early Man and His Food after presentations of reports. Discuss and summarize material on early man and food gathering.

CC. As a culminating activity, have pupils write a theme as described in objective C.

RESOURCES--Continued

BB. Group illustrations may be used in place of filmstrip.

BB. Merrill, Long Ago in the Old World, 1964, pp. 3-32
Macmillan, Living in the Old World, 1961, pp. 32-33, 40-41
Ginn, The Story of Man's Past, 1967, pp. 8-26
Benefic Press, How Man Began, 1966, pp. 19-53
Macmillan, Backgrounds of American Freedom, 1967, pp. 14-35
Harper Row, World Cultures: Past and Present, 1965, pp. 21-32
World Book Encyclopedia

CC. Filmstrips
SVE, Old Stone Age
Popular Science, Early Man and His Food

EVALUATION--Continued

B. Each pupil will estimate the proportion of available time early man spent in gathering food and write a paragraph explaining the significance of his answer.

C. Given the list of topics from Activity BB, pupils will write a description of the life of early man. Four of the six topics should be included in the paper.

** CONCEPT

As people met their basic needs, they had more time for working on ways to improve living.
(Anthropology-Sociology)

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list verbally the time and labor saving devices used in their homes.

B. The pupils should be able to give at least three examples of Stone Age time and labor saving devices.

CONTENT

B. Cultural progress
   1. Diversified and special tools
   2. Inventions (needle, thread, etc.)
   3. Appearance of arts, (music, painting)
   4. More complex patterns of society

ACTIVITIES

AA. Discuss labor and time saving devices in the modern home.

BB. Class discussion should bring out the relationship between better tools and increased availability of time in Stone Age cultures.

BB. As an added activity, pupils might make a bulletin board of time saving devices and tools used by Stone Age man by reproducing pictures found in listed resources.

RESOURCES

BB. Macmillan, Background of American Freedom, pp. 21-32
Ginn, The Story of Man's Past, 1967, pp. 15-19
Macmillan, Living in the Old World, 1961, pp. 37-38
Benefic Press, How Man Began, 1966, pp. 48, 52
Harper Row, World Cultures Past and Present, 1965, p. 22
University of Georgia, The Development of Man and His Culture, Pupil Text, 1966, pp. 51, 52, 61, 76, 77

BB. Filmstrip, Primitive Tools, SVE

EVALUATION

A. Pupils will list verbally the time and labor saving devices used in their homes.

B. Pupils will be able to give three examples of Stone Age time and labor saving devices.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to explain verbally and in writing the relationship between the availability of time and the development of painting, music, and other art forms.

ACTIVITIES--Continued

CC. Through discussion, class and teacher will develop a useful diagram explaining the relationship between improved tools, saved time, and development of the arts. Have pupils copy and place in notebooks.

Simple Tools → Better Tools → Saved Time → Develop art, music, and other skills to use saved time.

CC. Find pictures drawn by ancient man. Pupils could note differences between ancient drawings of animals and modern ones.

CC. Discuss the kind of music ancient man used and how it originated.

RESOURCES--Continued

EVALUATION--Continued

C. Pupils will reproduce in writing a diagram showing the relationship between the availability of time and the development of art forms.

To be used on a test given at this time.

** CONCEPT

The appraisal and use of earth space or material by a particular society must be made in terms of the cultural experiences of that society.

BEHAVIORAL OBJECTIVES

A. The pupils will be able to compare the use of earth space or material of a specific stone age culture to a similarly located present day culture by making a comparison chart.

B. Pupils will be able to state verbally two reasons why the two cultures utilized the earth space and material differently.

ACTIVITIES

AA. Review the definition of culture.

AA. View filmstrips listed in resource columns. Discuss.

AA. Teacher should place the given chart form on the board and have pupils contribute information needed to complete the chart. This information is obtained from pupils' reporting activity. (Page 3) The following form may be used:

	NEANDERTHAL	EUROPEAN
Means of meeting the need for food		
Provision for shelter		
Use of natural resources		
Tools and weapons		

* Pupils should place the completed chart in their social studies notebook.

BB. After completion of chart, have pupils discuss possible reasons why the two selected cultures used the earth space and materials differently.

RESOURCES

AA. SVE, Primitive Tools
Life, Stone Age People
Eye Gate, Prehistoric Man
Dawn of Civilization, 37 A
McGraw Hill, Life in the New
Stone Age

EVALUATION

A. Pupils will compare the use of earth space or material by stone age and modern man by filling in the given chart.

B. Pupils should be able to state verbally two reasons why the two cultures used the earth space and material differently.

BEHAVIORAL OBJECTIVES--Continued

G. On a written test pupils will be able to list at least three comparisons between the lives of stone age and modern man.

ACTIVITIES--Continued

CC. Pupils should study the chart and remember at least three comparisons.

DC. Pupils may do some creative writing using the following idea:
A stone age man frozen in a glacier is revivded. Describe his reactions to the modern world.

CONCEPT

Government is necessary for the survival of all cultures, but its form may vary from culture to culture.

(Political Science)

CONTENT

BEHAVIORAL OBJECTIVES

A. Pupils will be able to give verbal examples of what might happen if all law and government were abolished in our culture.

B. Pupils will be able to make a comparison between the government structure of the stone age man and the present day government structure.

ACTIVITIES

AA. Class cites examples of conditions that might exist if our culture's laws and government were abolished. Conditions listed should lead to conclusion that government and laws are necessary.

BB. Compare stone age tribal government to present day governmental organization. Use filmstrips and readings from resources lists as background material. Modern government can be drawn from pupils' personal experience and material covered in grade five.

RESOURCES--Continued

EVALUATION--Continued

C. Pupils will list at least three comparisons between the lives of stone age and modern man.

To be used on a written test at the end of material in part A.

RESOURCES

EVALUATION

A. Pupils will give verbal examples of what might happen if present day laws were abolished.

BB. Filmstrips
Educational Record Sales, Rise of Settled Village Life
Life, Epic of Man Series, Growth of Society (Teacher-Preview First)

B. Pupils will compare verbally stone age tribal government structure to present day governmental structure.

See other resources and materials listed on page 4.

27.

CONCEPT

Many important group attitudes and biases are developed within the family.
(Anthropology-Sociology)

(Attitude - opinion
Bias - mental tendency toward; prejudice)

CONTENT

C. Present day examples of food gatherers
   1. Malayan tribe (Semang)
      Aborigines, Bushman, Pygmys (Africa), and Eskimo
      a. Family life
         1) Roles of members
         2) Form of order
         3) Customs
         4) Communication
      b. Form of economy
         1) Gathering and collecting food and forest products
         2) Hunting
         3) Bartering
         4) Basket making
      c. Environment
         1) Economic value
         2) Disadvantages

BEHAVIORAL OBJECTIVES

A. The pupil will be able to state in writing several attitudes that are developed within the family. i.e., attitude toward religion, race, family roles, and others.

ACTIVITIES

AA. Have teacher list on the board groups to which pupils belong. (tribe, clubs, churches, family, etc.)
Class should identify the most basic unit - family. Draw out reasons for this choice. Write simple definition of family on board. Tell class they must be able to write this definition.

RESOURCES	EVALUATION
AA. Thorndike Barnhardt Dictionary	A. Pupil will list in writing at least three areas in which attitudes are developed and learned within the family.

BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to describe verbally the behavior of parents regarding the early upbringing of pre-school children relative to obedience and authority.

ACTIVITIES--Continued

AA. Define and discuss the words "attitude" (opinion) and "bias" (prejudice). After discussion, have pupils anonymously write their ideas concerning the following:
1. State your attitudes or biases on the following topics:
   a. School
   b. Television
   c. Religions
   d. Different races of people
   e. Rich people
   f. Poor people
2. From where or from whom might you have obtained these attitudes or biases.

BB. Hold a class discussion. Develop the following questions listing pertinent answers on the chalkboard.
1. What behaviors, attitudes, habits should five year old children have learned.
2. How have parents helped develop these behaviors.

The above activities are designed as lead up to material for the designated content.

RESOURCES--Continued

EVALUATION--Continued

B. Pupil will participate in a discussion on parents' behavior regarding the early upbringing of pre-school children relative to obedience and authority.

** CONCEPT

Cultural differences among groups stem from their different backgrounds, experiences and environments and may represent different stages of development.

BEHAVIORAL OBJECTIVES

A. On a world map pupils will be able to locate areas occupied by the Australian Aborigine, African Pygmy, and Bushman, and the Arctic Eskimo.

B. Pupils should be able to tell how the Aborigines, Bushmen, Pygmies, and Eskimos meet their needs for food and shelter.

C. Pupils should be able to relate the importance of the family unit among the Aborigines, Bushmen, Pygmies, and Eskimos.

D. Pupils should be able to compare the importance of the family unit among primitive tribes with the importance of the family unit today in our culture.

CONTENT

ACTIVITIES

AA. On a world map have pupils locate cultures to be studied.

AA. Filmstrips may be viewed as introduction to section.

AA., BB., CC., DD. Divide the class into groups according to the cultures to be considered. Each group will research (in depth) and present material to class in whatever form is appropriate (salt maps, skits, reproduction of huts, dioramas, filmstrips, bulletin boards, or murals). Stress family life, customs, environment, shelter and economy.

RESOURCES

AA., BB., CC., DD., Filmstrips,
Jam Handy, Eskimos of St. Lawrence Island, #2930
Educational Record Sales, Bantu in South Africa, #5
S. Bowmar, The Australian Aboriginals, #8250

AA., BB., CC., DD., Silver Burdett, The Changing Old World, 1967, pp. 392, 436-437
Allyn and Bacon, Man and His Changing Cultures, 1967, pp. 197, 475-476
Macmillan, Living in the Old World, p. 490
Encyclopedia

*WEA Resource Units

EVALUATION

A. On a map of the world students will locate the tribes studied.

B. Given a list of ways of obtaining food and types of shelter, pupils will check those that apply to each group of people studied.

C. Pupils will discuss the organization of the family unit of each of the peoples studied.

D. Each pupil will write a paragraph comparing the family unit of one of the peoples studied with his own family life.

BEHAVIORAL OBJECTIVES--Continued

E. Pupils will complete in writing a teacher prepared chart comparing given Stone Age cultures according to family life, economy, and environment.

ACTIVITIES--Continued

EE. Material is to be compiled into final chart form to be placed on chalkboard. Pupils will make verbal contributions based on the work they have done. Pupils will copy the final chart and place it in their social studies notebooks.

	ESKIMO	BUSHMAN	ABORIGINE	PYGMY
FAMILY LIFE				
1.Role of father				
2.Child training				
3.Customs				
ECONOMY				
1.Food gathering				
2.Hunting				
3.Tools and weapons				
ENVIRONMENT				
1.Advantages				
2.Disadvantages				

RESOURCES--Continued

EVALUATION--Continued

E. Pupils should try to complete a teacher prepared chart comparing stone age culture according to family life, economy, and environment.

BEHAVIORAL OBJECTIVES--Continued

F. Pupils will be able to describe in writing how two humans of the same age differ after being raised since childhood in separate cultures.

G. Pupils will be able to state verbally that cultural differences are directly related to the different background, experiences, and environments of the member of the culture.

ACTIVITIES--Continued

FF. Creative writing exercise based on the following:
A family with twin baby boys is on an expedition near a Stone Age culture. One child becomes separated and will be raised by the Stone Age culture. The other boy will be raised in our culture. Describe the meeting of these two individuals twenty-five years later in the same forest.

GG. Read some of the pupil stories from activity FF. Discuss with pupils and lead them to state factors that influence culture: background, experiences, and environments. These should be listed on the chalkboard.

RESOURCES--Continued

EVALUATION--Continued

F. Pupils should be able to compare in writing how twin humans of the same age differ after being raised since childhood in separate cultures. (Stories should be collected and checked by teacher.)

G. Pupils will be able to state verbally that cultural differences are directly related to the different background, experiences and environments of the members of the culture.

** CONCEPT

People's economic well being, development, and sometimes their survival have been based on their appraisal and use of the earth. People with different cultures may use similarly endowed areas in different ways.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to orally define the term shifting agriculture.

B. Pupil will verbally state several differences and similarities between food gathering and shifting agrarian cultures.

CONTENT

III. Agrarian-Handicraft Complex
  A. Shifting agriculture
    1. Characteristics
      a. Garden patches
      b. Supplementary food supply
      c. Lack of innovation
    2. Representative areas (present day)
      a. Southeast Asia
      b. Africa
      c. South America

ACTIVITIES

AA. Pupils should do general reading on earliest farming.

AA. Guide questions may be used:
  1. How did man begin to farm?
  2. Why did man want to farm?
  3. Did this change his way of life? If so, how?
  4. What is the singla most important difference between farming today and that done by the earliest farmers? (Farmers stay in one location.)

AA., BB. Class discussion to bring out meaning of shifting agriculture and similarities and differences between food gathering and shifting agrarian cultures.
EXAMPLE:
Both ways of living were inefficient. (Similarity)
Man now plants seeds to raise food as opposed to gathering what nature provides. (Difference)

RESOURCES

AA. Macmillan, Living in the Old World, 1961, p.34
Merrill, Long Ago in the Old World, 1964, pp. 16-17
Harper Row, World Cultures Past and Present, 1965, pp. 26-27
Silver Burdett, The Changing Old World, 1967, p. 391
Ginn, The Story of Man's Past, 1967 pp. 37-39
Macmillan, Backgrounds of American Freedom, 1967, p. 21-22
Man and His Changing Culture, Allyn and Bacon
Filmstrip, Epic of Man Series, Discovery of Agriculture, Life Filmstrip

EVALUATION

A. Pupils will be expected to define orally the term "shifting agriculture".

B. Pupils will be able to verbally state several differences and similarities between food gathering and shifting agrarian cultures.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to state verbally two reasons why shifting agrarian cultures did not produce many goods.

D. Using a desk atlas, pupils will find and point out present areas of shifting agriculture.

E. Pupil will be able to verbally explain the relationship of land availability, population density, topography, and climate to shifting agriculture.

ACTIVITIES--Continued

CC. Using the similarity and differences comparison list, have pupils state reasons why shifting agrarian cultures did not produce many goods.

DD. Use desk atlases to find areas of shifting agriculture. (This area is indicated on the special map.)

EE. Examine population maps and others to determine why these areas are suitable for this type of agriculture.

EE. Class discussion to establish the relationship between land availability, population density, topography, and climate to shifting agriculture.

EE. Filmstrip may be used.

RESOURCES--Continued

DD. Hammonds, Comparative World Atlas, p. 5

EE. Desk atlas

EE. Filmstrips
Southeast Asia Geography, #6719, BAVI

EVALUATION--Continued

C. Pupils will verbally state two reasons why shifting agrarian cultures did not produce many goods.

D. Using the desk atlas, pupils should point out present areas of shifting agriculture.

E. Pupil will explain verbally how land availability, population density, and climate are related to shifting agriculture.

CONCEPT

As people met their basic needs, they had more time for self-expression through the arts.

CONTENT

B. Sedentary agriculture - Handicrafts
  1. Characteristics
    a. Primary food supply
      1) Plants
      2) Animals
    b. Settlement in one place
    c. Innovation
  2. Representative areas (Egypt - Mesopotamia)
    a. Land and Resources
      1) Location and Size
      2) Natural resources
      3) Climate
    b. Activities of the people
      1) Family life
        a) Food
        b) Dress
      2) Education
      3) Religion
      4) The Arts
      5) The Sciences

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define orally the term "sedentary agriculture".

B. Pupils will be able to state orally three conditions which make an area suitable for sedentary agriculture.

ACTIVITIES

AA. Present term "sedentary" by placing it on the board. Have pupils look up definition and discuss meaning.

AA. Add to "sedentary" the term "agriculture". Discuss what this new term might mean. (agriculture which is not nomadic in character)

BB. Discuss the differences between shifting and sedentary agriculture; the advantages of sedentary agriculture to meet basic needs, and the conditions which might favor this type. (Favorable conditions - fertile soil, good climate, adequate water supply, etc.)

RESOURCES

AA. Individual dictionaries
World map
Desk atlases

EVALUATION

A. Pupils should be able to define orally the term "sedentary agriculture".

B. Pupils will be able to state orally three conditions which make an area suitable for sedentary agriculture.

BEHAVIORAL OBJECTIVES--Continued

C. Using a wall map, pupils will be able to locate what once was Egypt and Mesopotamia and state orally reasons why these areas were prime examples of sedentary agriculture.

D. Pupils will be able to state orally at least three of man's basic needs and how sedentary agriculture is better able to help man meet these needs.

E. Pupils will be able to list in writing the three conditions necessary to the development of sedentary agricultural practices.

ACTIVITIES--Continued

CC. Point to several areas on a map. (some good and some bad for the development of sedentary agriculture) Have pupils decide whether the area is suitable to this type of agriculture, giving reasons why or why not. Conclude exercise by pointing to the area to be studied in depth. (Egypt and Mesopotamia)

DD. Review through discussion the basic needs of man. Have pupils speculate on the reasons why sedentary agriculture best meets these needs. (Example: food, shelter, clothing. Man no longer travels about and therefore has more time to concentrate his efforts on better meeting his needs.)

EE. Discuss with class to determine what conditions are necessary for the development of sedentary agriculture. List pupils' suggestions on board.

EE. Lead pupils to identify the most important three and place in diagram form.

Climate
+
Soil vegetation = Development of Sedentary Agriculture
+
Man's intelligence

EE. Discuss diagram and have pupils recopy and place in social studies notebook.

RESOURCES--Continued

EVALUATION--Continued

C. Using a wall map, pupils will be able to locate what once was Egypt and Mesopotamia and state orally at least two reasons that demonstrate these areas were examples of sedentary agriculture.

D. Pupils should be able to state orally what man's basic needs are and how sedentary agriculture is better able to help man meet these basic needs.

E. Pupils will be able to list in writing the three conditions necessary to the development of sedentary agricultural practices.

BEHAVIORAL OBJECTIVES--Continued

F. Pupil will be able to state orally a working definition of handicraft. (handicraft - anything made by hand to serve a useful purpose or for esthetic beauty or value.)

ACTIVITIES--Continued

EE. Have pupils rate the three conditions 1, 2, or 3 in an attempt to identify the most important of the three. Discuss results and draw out the fact that man is the most important variable essential to developing sedentary agriculture.

FF. Reading and research by pupils. Place guide questions on board in order that pupils may look for these answers as he reads.

1. How did the farmer prepare the land for planting?
2. Where or how did he get his plow?
3. How might man have made his plow? (by hand)
4. What might we call things that are useful and made by hand? (lead up to definition of handicraft)
5. Besides being useful, might handicrafts have some other value? (esthetic value) Place final definition in pupil notebook.

FF. Pupils may wish to collect pictures or make drawings of early handicrafts.

RESOURCES--Continued

FF. Silver Burdett, World Ways, 1960, pp. 30-31, pp. 40-41
Macmillan, Living In the Old World, 1961, pp. 50, 87-89
Allyn and Bacon, Man and His Changing Culture, 1967, pp. 56-57, 64-65, 69-70
Macmillan, Backgrounds of American Freedom, 1967, pp. 43, 56-57
Harper and Row, World Cultures, pp. 42-45, 175-79, 48, 180-82
Ginn, The Story of Man's Past, pp. 4, 52-53, 70-75
Silver Burdett, The Changing Old World, pp. 28-29
Filmstrips: Indian Crafts and Mexican Handicrafts
(use at own discretion)

EVALUATION--Continued

F. Pupils should be able to state orally a working definition of handicraft.

BEHAVIORAL OBJECTIVES--Continued

G. Pupils will be able to state in writing four main factors influencing the development of handicrafts.

ACTIVITIES--Continued

GG. Through guide questions for discussion, the pupils should be led to the four main factors influencing development of handicrafts. Possible questions are:

1. The Agrarian way of life helped man to provide for his basic needs with more efficiency. What result would this have on his daily schedule? (More time)
2. How might a farmer's family spend this extra time? (Improving tools, making handicrafts, improving shelter, etc.)
3. Are handicrafts useful to man? In what ways? (Bricks, pottery, woven cloth)
4. Would all handicrafts follow the same pattern and design? Why not? (Each man expresses himself in a different way and makes something which he thinks is beautiful.)
5. Does man's environment influence the handicrafts he makes? (Yes, he would use natural resources available.)
   Examples: (Clay, pottery, bricks, gold, bronze, copper for jewelry and pots)
6. In summary: What are four things that influenced the development of handicrafts? (Time available, demand for new things, desire for beauty, available resources)

Pupils should list four factors in notebooks.

RESOURCES--Continued

EVALUATION--Continued

G. Pupils should be able to state in writing four main factors influencing the development of handicrafts.

BEHAVIORAL OBJECTIVES--Continued

H. Pupils will be able to list in writing at least seven examples of Egyptian or Mesopotamian handicrafts.

ACTIVITIES--Continued

HH. Have pupils skim reading resources and pictures to formulate a list of at least seven examples of Egyptian or Mesopotamian handicrafts. (Examples: pottery, sculpture, murals, buildings, jewelry, weaving, embroidery, shoes, weapons, farm implements, etc.)

RESOURCES--Continued

EVALUATION--Continued

H. The pupils should be able to list in writing at least seven examples of Egyptian or Mesopotamian handicraft.

CONCEPT

Each civilization has certain significant values and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to write a composition describing a typical day in the life of an Egyptian or Mesopotamian child, man, or woman. (Should include clothing worn, foods eaten, types of work, beliefs, and customs)

CONTENT

ACTIVITIES

AA. Divide the class into groups to cover the following areas: occupations, family life, religious beliefs and values, customs, clothing, foods, shelter, science.

AA. Possible activities to share information - oral reports, written reports, bulletin boards, murals, skits, dioramas, table top scenes, movies, etc.

AA. If necessary, have a class discussion to clarify information presented.

AA. After area presentations, have pupils write a composition describing a typical day following the criteria set forth in objective A.

RESOURCES

AA. Macmillan, Backgrounds of American Freedom, 1967, pp. 41-63 (Egypt) pp. 67-81, (Mesopotamia)
Ginn, Story of Man's Past, 1967 pp. 71-91 (Egypt)
Harper and Row, World Cultures Past and Present, 1965, pp. 41-53, pp. 175-182, 223-229, 279-284, 323-328, 399-402, (Egypt and Mesopotamia)
Silver Burdett, World Ways, 1960, pp. 28-37 (Mesopotamia) pp. 38-47 (Egypt)
Macmillan, Living In the Old World, 1961, pp. 87-97 (Egypt) pp. 50-53 (Mesopotamia)
Allyn and Bacon, Man and His Changing Culture, 1967, pp. 56-61 (Mesopotamia) pp. 64-71
Silver Burdett, The Changing Old World, 1967, pp. 21-35

EVALUATION

A. The pupils should be able to write a composition describing the life of an Egyptian or Mesopotamian man, woman, or child.

BEHAVIORAL OBJECTIVES--Continued

B. Pupils will be able to verbally describe a value or belief held by Egyptians or Mesopotamians that influenced the growth and development of the culture.
(Example: Egyptian Religion - beliefs led to building of huge monuments.)

ACTIVITIES--Continued

BB. Use inductive questioning to arrive at goal of objective B.
1. From what we have learned, what values or beliefs were held in Egypt or Mesopotamia? (Examples: religious, family structure, etc.)
2. Could a belief or value influence the development of a culture?
3. If so, what effect might this value or belief have?
4. Does our nation hold any values or beliefs that have influenced its development?
5. What general statement might be made regarding beliefs or values held by a culture and the culture's development?

RESOURCES--Continued

EVALUATION--Continued

B. Each pupil will describe a value or belief held by either the Egyptians or Mesopotamians and tell how it affected the growth and development of that culture.

CONCEPT

Each civilization has certain significant customs and beliefs that evolve out of the developing culture, and in turn, influence its growth and development.

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing at least three major customs peculiar to the Greeks.

B. Through writing, the pupil will be able to describe in detail one of the early Greek customs.

CONTENT

IV. Greek Culture
- A. Customs and institutions
  1. Family life
  2. Activities
  3. Clothing
  4. Others
- B. Beliefs and values
  1. Importance of mind
  2. Gods and goddesses
  3. Inferiority of women
  4. Others

ACTIVITIES

AA. Review the meaning of culture. (Definition formulated in first unit.)

AA. Have pupils define "custom" and "belief" to show the distinction between the two. Put definitions in notebook.

AA. Through general reading (skimming) have pupils compile a list of Greek customs that they would be most interested in learning about. List at chalkboard.

BB. Individual or group work: Write and illustrate a report on one of the early Greek customs listed at board. This could be presented orally or placed on bulletin board. (Entertainment, dress, food, etc.)

RESOURCES

AA. Dictionary

BB. Macmillan, Backgrounds of American Freedom, 1967, pp. 133-168
Ginn, The Story of Man's Past, 1967, pp. 170-236
Merrill, Long Ago in the Old World, 1964, pp. 89-118
Macmillan, Living in the Old World, 1961, pp. 159-173
Harper Row, World Cultures Past and Present, 1965, pp. 61-70, 229-231, 372-373, 183-187, 403-406, 284-287, 328-330

EVALUATION

A. The pupil should be able to list in writing at least three major customs peculiar to the Greeks.

B. Through writing the pupil should be able to describe in detail one of the early Greek customs.

BEHAVIORAL OBJECTIVES--Continued

ACTIVITIES--Continued

C. Pupils will be able to list in writing at least three beliefs held by ancient Greeks.

CC. Review definition of belief. Have class list things which could be categorized as beliefs. (Religious beliefs, confidence in others, confidence in themselves, trust, education, etc.)

CC. Have class do general reading to find out about several of the beliefs held by the Greeks.

CC. Discuss findings and list them at board for pupils to copy into notebooks. (Gods and goddesses, importance of the mind, inferiority of women, importance of the individual man, others.)

D. The pupil will be able to explain in writing one of the Greek myths and how it influenced the Greek way of living.

DD. View filmstrips of Greek myths. Take notes to be used in a discussion.

DD. Discuss myths and their influence on the Greeks. Pupils should take notes during discussion.
EVALUATION:
Pandora - Explains some basic problems of man - his reason for continuing to strive for a better world. (Hope)

RESOURCES--Continued

BB. Filmstrips: The Hellenic Greeks, 381-5
Roa, The Hellenistic Greeks, 381-6

BB., CC. Silver Burdett, The Changing Old World, 1967, pp. 86-101

CC. Macmillan, Backgrounds of American Freedom, 1967, pp. 133-168
Ginn, The Story of Man's Past, 1967, pp. 170-236
Merrill, Long Ago in the Old World, 1964, pp. 89-118
Macmillan, Living in the Old World, 1961, pp. 159-173
Harper Row, World Cultures Past and Present, 1965, pp. 61-70

DD. Filmstrips: Daedalus and Icarus, 184C
Damon and Pythias, 184J
Ginn, Trails to Treasure
(Pandora)

EVALUATION--Continued

C. Pupils will be able to list in writing at least three beliefs held by ancient Greeks.

D. The pupil should explain in writing one of the Greek myths and how it influenced the Greek way of living.

CONCEPT

A plan of living, known as democracy, developed as a result of man's desire for freedom.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to define in writing the term democracy.

B. Pupils will be able to compare in writing the governments of Sparta and Athens.

CONTENT

C. Government
   1. City - states
   2. Type of democracy - Athens
   3. Military state - Sparta

ACTIVITIES

AA. Ask pupils questions of the following type to arrive at a definition of democracy:
   1. What type of government does the U. S. have? (Democratic)
   2. What does this mean? (People govern themselves.)
   3. Why did our early ancestors fight for this type of government? (Desire for freedom)

AA. After discussion of questions, formulate a definition of democracy which should be put into pupils' notebooks.

BB. After discussion of democracy, have pupils do general reading to answer the following questions:
   1. What was a city-state?
   2. What were the two main city-states in early Greek times?
   3. How was each founded?
   4. What type of training was emphasized in Sparta? (Military)
   5. What group of people governed Sparta? Who was at the head of the government? (Two kings)

RESOURCES

BB. Ginn, The Story of Man's Past, 1967, pp. 185-194
Merrill, Long Ago in the Old World, 1964, pp. 94-99
Macmillan, Backgrounds of American Freedom, 1967, pp. 147-150, 152-160
Harper Row, World Cultures Past and Present, 1965, pp. 62-68
Macmillan, Living in the Old World, 1961, pp. 163-165
Silver Burdett, The Changing Old World, 1967, pp. 93-94
Silver Burdett, World Ways, pp. 66-73

EVALUATION

A. Pupils should be able to define in writing the term democracy.

B. Pupils should be able to compare in writing the governments of Sparta and Athens.

BEHAVIORAL OBJECTIVES--Continued

ACTIVITIES--Continued

BB.--Continued

6. Did Sparta have a democratic government? (No)
7. What type of training was emphasized in Athens? (Good citizenship)
8. What part did the following people play in changing the government of Athens?
   a. Archons (Took power away from king)
   b. Solon (Greater freedom for Athenians)
9. What role did the citizens play in Athenian government? (Assembly, council, army, navy, jury)
10. Did Athens have a democratic government? Explain your answer.

BB. Discuss answers to questions. Emphasize #6 and #10 and put comparison on board. This should be placed in pupils' notebooks.

C. Pupils will be able to show a preference toward Spartan or Athenian way of life by giving two reasons for their choice.

CC., DD., Thought question given by teacher. "Given a choice between living in Athens or Sparta, which would you select and why?"

a. Using a two column chart, compile some of the best reasons given for pupil choices.
b. Evaluate reasons to determine a common factor - the desire for freedom as experienced in the Athenian way of life.

D. Pupils will be able to state orally <u>why</u> a democratic form of living was developed. (Man's desire for freedom)

RESOURCES--Continued

EVALUATION--Continued

C. Pupils should be able to show a preference toward Spartan or Athenian life by giving two reasons for their choice.

D. Pupils should be able to state the main reason for the development of a democratic form of government. (Man's desire for freedom)

3:

CONCEPTS

By giving expression to their desire for beauty and happiness, men made lasting contributions to civilization. (Culture)

Societies generally advance from simple to more complex cultures. "Golden Ages" occur when there is a simultaneous flowering in several areas - intellectual, artistic, political, technological, etc.

CONTENT

D. Education
   1. Military
   2. Universities
   3. Libraries
   4. Others
E. Technical know-how
   1. Efficiency in business and trade
   2. Architecture, sculpture, etc.
   3. Sciences
      a. Philosophy
      b. Medicine
      c. Mathematics
      d. Astronomy
      e. Government
   4. Others
F. Ways of transmission to descendants
   1. Stories and poems
   2. Greek histories
   3. Education
   4. Others

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing at least two advances made by the Greeks to further education.

ACTIVITIES

AA. Have class do general reading on early Greek education. Take notes while reading.

AA. Discuss Greek education and draw from class present day examples. (Libraries, universities, etc.)

RESOURCES

AA. Harper and Row, World Cultures, pp. 64-65, 372-73
Allyn and Bacon, Man and His Changing Culture, pp. 78, 96
Silver Burdett, World Ways, pp. 66-68
Macmillan, Backgrounds of American Freedom, pp. 152-53, 158-59
Silver Burdett, The Changing Old World, pp. 95-98
Ginn, Man's Past, pp. 188-191

EVALUATION

A. Pupil should be able to list in writing at least two advances made by the Greeks to further education.

BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to list in writing at least four contributions of the Greek culture, parts or all of which are present and useful in the world today.

C. The pupil will be able to list in writing at least two famous Greeks and what they have contributed to Greek culture as well as to the world.

ACTIVITIES--Continued

BB. Have pupils view filmstrip and during discussion of it list works shown. (Specific, when possible) Have this list placed in notebooks.

BB. Pupils should try to find magazine and newspaper pictures of present day examples of Greek-inspired architecture. (Stadiums, arenas, columns, vases, sculpture, friezes, etc.)

CC. Have the pupils work individually or in pairs to report on famous Greeks and their contributions such as these men:

History
1. Herodatus
2. Thucydides

Philosophy
1. Socrates
2. Plato
3. Aristotle

Medicine
Hippocrates

Mathematics
1. Pythagarus
2. Euclid
3. Archimedes

Astronomy
Eratosthenes

Government
1. Solon
2. Alexander the Great
3. Pericles

Literature
1. Homer
2. Sappho
3. Aesop

RESOURCES--Continued

BB. Filmstrip, Eye Gate, Life in Ancient Greece, ME401

CC. Macmillan, Living in the Old World, 1961, pp. 167-173
Allyn and Bacon, The Changing Earth and Its People, 1967, p. 33
Silver Burdett, The Changing Old World, 1967, pp. 95-98
Harper Row, World Cultures Past and Present, 1965, pp. 403-406

World Book Encyclopedia
Science and mathematics books

Macmillan, Backgrounds of American Freedom, 1967, pp. 158-160, 164-168
Ginn, The Story of Man's Past, 1967, pp. 194-195, 211-216, 224-233
Merrill, Long Ago in the Old World, 1964, pp. 103-105, 107-116
Allyn and Bacon, Man and His Changing Culture, pp. 86-88

EVALUATION--Continued

B. The pupil should be able to list in writing at least four contributions of Greek culture, parts or all of which are present and useful in the world today.

C. The pupil should list in writing at least two famous Greeks and what they have contributed to Greek culture and to the world as well.

BEHAVIORAL OBJECTIVES--Continued

ACTIVITIES--Continued

CC. The pupils' reports may be written and then given orally with pupils listening and noting each man's accomplishments.

CC. Portraits of some famous Greeks with a brief description of their accomplishments may be used as a bulletin board display.

CC. Have some of the pupils present their reports in role playing form.

CC. Sample worksheet - List of famous Greeks and their work.

IT'S ALL GREEK TO ME

1. Name _____ Phonetic (Respelling) _____

   Accomplishment _____

2. Name _____ Phonetic (Respelling) _____

   Accomplishment _____

D. Pupils will be able to define in writing the term Golden Age.

DD. Class discussion to summarize accomplishments of Greek culture. Lead the pupils to recognize that never before has a culture developed in so many areas and to such a great extent. Present the term Golden Age. After clarifying and defining the term, have pupils place definition in their notebooks.

RESOURCES--Continued

EVALUATION--Continued

D. Pupils will be able to define in writing the term Golden Age.

CONCEPT

"A country can become weak because of internal strife and poor leadership."

BEHAVIORAL OBJECTIVES

A. Pupils will be able to orally state one external and one internal factor that led to the conquering of Greece.

CONTENT

ACTIVITIES

AA. Have pupils skim material to find as many reasons as possible for the conquering of Greece, take notes and orally discuss reasons. (Split of empire after Alexander's death, build up of Roman power, etc.)

RESOURCES	EVALUATION
AA. Ginn, Story of Man's Past, pp. 233-34, 236 Harper and Row, World Cultures Past and Present, pp. 68-71 Macmillan, Living in the Old World, p. 169	A. Pupils will be able to orally state one external and one internal factor that led to the conquering of Greece.

CONCEPT

** Societies generally advance from simple to complex cultures. "Golden Ages" occur when there is a simultaneous flowering in several areas - intellectual, artistic, political, technological, etc.

CONTENT

V. Roman Culture
- A. Development
  - 1. Social
    - a. Family
    - b. Recreation
    - c. Religion
  - 2. Intellectual
    - a. Philosophy
    - b. Education
  - 3. Artistic
    - a. Literature
    - b. Sculpture
  - 4. Political
    - a. Government
    - b. Military
  - 5. Technological
    - a. Medicine
    - b. Science
    - c. Engineering
- B. Transmission
- C. Decline

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list in writing four customs or institutions found in Roman culture.

B. The pupil will be able to state orally at least two differences between our family life and that of the Romans.

ACTIVITIES

AA. General reading by pupils. Notes should be taken on reading. Discuss customs and institutions of Roman culture. List customs and institutions on board as discussion progresses. Pupil may copy and place in notebook.

BB. Have pupils view filmstrip and look for characteristics of Roman family life. Discuss Roman family life and compare it with our family life.

BB. Have pupils read various sources to find additional information on family life and through further discussion continue to compare.

RESOURCES

AA. Harper Row, World Cultures Past and Present, 1965, pp. 190-192
Macmillan, Living in the Old World, 1961, pp. 198-200
Merrill, Long Ago in the Old World, 1964, pp. 145-147
Silver Burdett, The Changing Old World, 1967, pp. 111-112
Macmillan, Backgrounds of American Freedom, 1967, pp. 188-192
Allyn and Bacon, Man and His Changing Culture, 1967, pp. 93-95, 96-98
World Book Encyclopedia

EVALUATION

A. On a test the pupil will list in writing four customs or institutions found in Roman culture.

B. The pupil should state orally at least two differences between our family life and that of the Romans.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will be able to describe orally two beliefs or values of Roman culture.

D. The pupil will be able to write a brief comparative description of his typical school day and that of a Roman boy or girl.

E. The pupil will be able to list in writing at least three artistic contributions of the Greeks to the Roman culture.

F. Pupils will be able to match the following words with a set of definitions: republic, consul, senate, dictator, patricians, plebeians, tribunes, assembly, veto, city-state.

ACTIVITIES--Continued

CC. Continue discussion and pursue beliefs and values of Roman culture. These may be listed on the board and placed in notebooks. (Example: religion, slavery)

DD. Have the pupils view those frames of the filmstrip that deal with schooling and read any resources that deal with Roman culture.

DD. In his written description, the pupil should show both similarities and differences between his school day and that of a Roman boy or girl.

EE. Have pupils skim resources to find artistic contributions of the Greeks to the Romans. Discuss findings. List at board and place in pupil's notebook.

FF. With the use of glossaries and resource books, the pupil should define the terms in Objective F, and place definitions in notebooks after being checked in a class discussion.

RESOURCES --Continued

BB., CC. Ginn, Wings to Adventure, "A Happier Triumph", p. 244
Harper Row, World Cultures Past and Present, 1965, pp. 74, 187-192, 229-236, 286-290, 406-409
Merrill, Long Ago in the Old World, 1964, pp. 126-128
Ginn, The Story of Man's Past, 1967 pp. 288-292
Macmillan, Backgrounds of American Freedom, 1967, pp. 173-174, 180-186
Allyn and Bacon, Man and His Changing Culture, 1967, pp. 95-96, 101
Roa's Films, The People of Rome, 383-1
Roa's Films, The Religions of Rome, 383-2

DD. Filmstrip ME 402, Life in Ancient Rome
Roa's Films, The People of Rome, 383-1
Macmillan, Backgrounds of American Freedom, 1967, pp. 181-182
Allyn and Bacon, Man and His Changing Culture, 1962, pp. 95-96

EE. Macmillan, Living In the Old World, pp. 200-201
Macmillan, Backgrounds of American Freedom, 1967, pp. 187
Ginn, The Story of Man's Past, p. 287

FF. Glossaries
Various resource books
Dictionary

EVALUATION--Continued

C. Pupils will describe orally two beliefs or values of Roman culture.

D. The pupil should write a brief comparative description of his typical school day and that of a Roman boy or girl

E. The pupil should list in writing at least three artistic contributions of the Greeks to the Roman culture.

F. Pupils should match a given list of vocabulary words with a given set of definitions.

BEHAVIORAL OBJECTIVES--Continued

G. Pupils will be able to list in writing at least three Roman ideas about government which we still hold and practice today.

ACTIVITIES--Continued

GG. Have pupil answer guide questions while reading about the Roman system of government.
1. Why did the Romans want two ccnsuls in their government? (Check on each other)
2. How are our senators and those in Roman times alike? How different?
3. Why might it be good to have a dictator? What problems could result?
4. Did the assembly have much power in the government? Defend your answer.
5. Imagine you are a plebeian. Give two arguments why you need more voice in the government.
6. Why were the Twelve Tables a good idea? Do we have something like them today?
7. Give an example of a time when veto power may be used today.

GG. Have pupils check answers to questions during class discussion. Formulate a a list on the board of Roman contributions to our present day government. Have pupils copy in notebooks.

RESOURCES--Continued

GG. Ginn, The Story of Man's Past, 1967 pp. 249-251
Merrill, Long Ago in the Old World, 1964, pp. 124-125, 128
Macmillan, Backgrounds of American Freedom, 1967, pp. 172-173
Silver Burdett, The Changing Old World, 1967, pp. 105-108
Harper Row, World Cultures: Past and Present, 1965, pp. 71-72
Macmillan, Living in the Old World, 1961, pp. 192-193, 197

EVALUATION--Continued

G. Pupils will list in writing at least three Roman ideas about government which we still hold and practice today.

BEHAVIORAL OBJECTIVES--Continued

H. The pupil will be able to describe orally how Rome's military organization was a key factor in the development of a mighty empire.

ACTIVITIES--Continued

HH. With the use of maps, determine the extent of the Roman Empire.
a) Determine the areas with natural boundaries or "built in" protection.
b) Note the area left "unprotected" by geographic forms.
c) Discuss: How could Rome maintain its mighty empire - stress role of military.

I. The pupil will be able to list in writing at least three ideas of architecture that Rome gave to the world.

II. Have the pupils view filmstrips, read from various resources, study pictures, etc., and in their notebooks make sketches of the various architectural types developed in Rome. Each sketch should be labeled and briefly described. (Example: Archway, aqueduct, arena, atrium, courts, forum, basilica, dome, roads, amphitheater, etc.)

J. The pupil will be able to compare, through writing and illustration, his home to that of a Roman boy or girl.

JJ. Have the pupils view filmstrips and in the resource books find written and visual descriptions of Roman homes. (Notice whether they are of the wealthy or poor.) Have them write comparisons of Roman homes to their own and include illustrations. The pupils may share their work through oral reports or a bulletin board display.

RESOURCES--Continued

HH. Ginn, The Story of Man's Past, p. 286
Macmillan, Backgrounds of American Freedom, p. 200-201
Macmillan, Living in the Old World, p. 196
Silver Burdett, Changing Old World, p. 103
Allyn and Bacon, Man and His Changing Culture, pp. 104-105
Harper Row, World Cultures Past and Present, p. 75

II., JJ. Macmillan, Living in the Old World, 1961, pp. 191-192, 197-198
Harper Row, World Cultures Past and Present, 1965, pp. 287-292, 330-333
Merrill, Long Ago in the Old World, 1964, p. 148
Macmillan, Backgrounds of American Freedom, 1967, pp. 182-191
Ginn, The Story of Man's Past, 1967, pp. 287-288

EVALUATION--Continued

H. The pupil should describe orally how Rome's military was a key factor in the development of a mighty empire.

I. The pupil should list in writing at least three ideas of architecture that Rome gave to the world.

J. The pupil should compare, through writing and illustration, his home to that of a Roman girl or boy.

BEHAVIORAL OBJECTIVES--Continued

K. The pupil will be able to choose from a list of items at least one Roman contribution from the fields of Literature, Language, Science, Health, Architecture, and Government.

L. The pupil will be able to state orally and illustrate at least one activity in Rome which was characteristic of its Golden Age.

ACTIVITIES--Continued

KK. Have the pupils read about the Roman contributions in areas other than architecture and government.

KK. Have them complete a chart of the following type in areas such as literature, language, science, and health. As a review, write in the contributions in architecture and government.

Literature & Language	Science & Health	Architecture	Government
1. Capital letters 2. Numerals 3. Aeneid 4. Romance language 5. Calendar	1. Galen's sketches of muscles 2. Sanitation of water (pipe lines) 3. Government inspection of food, baths, etc.	1. Roads 2. Aqueducts 3. Arch	1. Twelve Tables of Law 2. Republic 3. Veto 4. Senate

LL. Review the term "Golden Age" and its characteristics. Have children draw a picture of something that happened during this time. Pupils should then orally explain how their picture is characteristic of the Golden Age.

RESOURCES--Continued

KK. Macmillan, Living in the Old World, 1961, pp. 200-201, 202-203
Harper Row, World Cultures Past and Present, 1965, pp. 373-375, 406-409
Merrill, Long Ago in the Old World, 1964, p. 158
Macmillan, Backgrounds of American Freedom, 1967, pp. 187-199-201, 191
Silver Burdett, The Changing Old World, 1967, pp. 109-110
Ginn, The Story of Man's Past, 1967, pp. 270
Allyn and Bacon, Man and His Changing Culture, 1967, pp. 98-100

EVALUATION--Continued

K. Given a list of items the pupils will name at least one Roman contribution from the fields of literature, language, science, health, architecture and government.

L. The pupil should state orally and illustrate at least one activity in Rome which was characteristic of its Golden Age.

BEHAVIORAL OBJECTIVES--Continued

M. The pupil will be able to state orally at least three specific ways in which information about the Roman Empire has been passed on to us.

ACTIVITIES--Continued

MM. After pupils have viewed a filmstrip on ruins and artifacts of Ancient Rome, hold a class discussion and attempt to have the pupils name as many ways of passing on culture as possible. Previous work in this unit should aid in this discussion.

* CONCEPT

Change can bring a country to a position of leadership or it can bring about a weaker position or its actual destruction.

CONTENT

BEHAVIORAL OBJECTIVES

A. The pupil will be able to orally state and briefly describe at least two problems which caused trouble within the Roman Empire.

ACTIVITIES

AA., BB., CC., DD. Have the pupils read from various resources and answer questions in writing of the following type in preparation for class discussion.

1. Did the death of an emperor cause problems for the Roman Empire?
2. Describe the attitude of the average Roman soldier.
3. If there was much wealth in the Empire, why would there be arguments about it?
4. Give two reasons why the Empire's wealth did not continue to increase.
5. What did Diocletian do to help or harm the Empire?
6. What did Constantine do to help or harm the Empire?
7. What did the barbarian do to help or harm the Empire?

RESOURCES--Continued

MM. Filmstrip, Eye Gate, Life in Ancient Rome, ME 402

EVALUATION--Continued

M. The pupil should state orally at least three specific ways by which information about the Roman Empire has been passed on to us.

RESOURCES

EVALUATION

A. The pupil should state orally the meaning of "internal strife".

A. The pupil should orally state and briefly describe at least two problems which caused trouble within the Roman Empire.

BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to orally describe the steps in the splitting of the Roman Empire into two parts.

C. Pupils will be able to orally describe one internal and one external change that contributed to the Roman Empire's fall.

ACTIVITIES--Continued

BB., CC., DD. A class discussion of these types of questions should lead to an oral listing by pupils of changes leading to the corruption of the Roman Empire, a brief description of the fall, and possibilities for the prevention of the fall of Rome.

RESOURCES--Continued

BB., CC., DD. Macmillan, Living in the Old World, 1961, pp. 201-202
Harper Row, World Cultures Past and Present, 1965, pp. 78-80
Merrill, Long Ago in the Old World, 1964, pp. 161-170
Macmillan, Backgrounds of American Freedom, 1967, pp. 197-198
Ginn, The Story of Man's Past, 1967, pp. 304-318
Allyn and Bacon, Man and His Changing Culture, 1967, pp. 104-105

EVALUATION--Continued

B. The pupil should orally describe the steps in the splitting of the Roman Empire into two parts.

C. Pupils will orally describe one internal and one external change that contributed to the fall of Rome.

D. A unit test should be given at this time including the suggested evaluations previously stated relative to Rome.

** CONCEPT

As cultures become more complex and man develops a technical skill, he can produce more goods from existing resources.

BEHAVIORAL OBJECTIVES

A. The pupil is to be able to list and describe in writing at least four conditions favoring a rapid change in the production of goods. (Industrialism)

B. The pupil will be able to write a composition showing how the conditions favoring industrialism relate to lumbering.

CONTENT

VI. Industrial Complex
  A. Conditions favoring industrialism
    1. Geographical location
    2. Natural resources
    3. Skilled labor
    4. Demand for products
    5. Native raw materials
    6. Accumulated capital

ACTIVITIES

/ AA. View filmstrip as an introduction to unit. Place terms found in frame II on board to be discussed after viewing.

AA. After filmstrip discuss terms in relation to conditions faborable to industry. Since not all conditions are mentioned in frame II, continue discussing in terms of other conditions necessary. (see Content)

AA. After discussion have pupils place the six conditions in notebook.

BB. With the six conditions in mind pupils will view the filmstrip and take jottings on how these conditions favor industrialized lumbering. After the filmstrip, these jottings will be used to formulate a composition showing the relationship.

RESOURCES

AA. Filmstrip, Eye Gate, Industry Changes America, ME 1025

BB. Filmstrip, Carlton Films, Lumber

EVALUATION

A. Pupils should be able to list and describe in writing at least four conditions favoring a rapid change in the production of goods.

B. Pupils should be able to write a composition showing how the conditions favoring industrialism relate to lumbering.

CONCEPT

Industry as a whole is made up of thousands of different specific industries. Each industry is a link in the many chains of production that make raw materials into finished goods for consumers.

CONTENT

B. Types of industry
   1. Extractive industries
      (Taking nature's resources from the earth)
      a. Agriculture
      b. Mining
      c. Forestry
      d. Fishing
   2. Fabricating industries
      (Processing of raw materials)
      a. Textiles
      b. Glass making
      c. Food and beverage processing
      d. Steel building materials
      e. Electrical appliances
      f. Building
      g. Defense
      h. Others
   3. Distributive industries
      (Selling and final use of products and services)

BEHAVIORAL OBJECTIVES

A. The pupil will be able to list and define in writing the three main divisions of industry and give at least two examples of each.

ACTIVITIES

AA. Utilize inductive questions to define the three types of industry - extractive, fabricating, and distributive (definitions found in content). (Possible source for discussion - filmstrip on Lumbering) To help make definitions more meaningful, use a concrete object such as a pencil and trace it through the three divisions of industry.

RESOURCES

AA. Silver Burdett, Changing Old World, 1967, (Look in index under Industries)
Macmillan, Living in the Old World, 1961, pp. 311-314, 327
Allyn and Bacon, Man and His Changing Culture, 1967, (Look in index under Industry)
Harper and Row, World Cultures Past and Present, 1965, (Look in index under Industrial Age)
Ginn, The Story of Man's Past, 1967, 393-394
Encyclopedia Phamplets
Filmstrip, Carlton Films, Lumber
Other filmstrips available at school.

EVALUATION

A. Pupils should be able to list and define in writing the three main divisions of industry and give at least two examples of each.

BEHAVIORAL OBJECTIVES--Continued

B. Pupil will be able to trace in writing the production of a particular item from conception to completion.

ACTIVITIES--Continued

AA. Divide the class into three groups, each group concentrating on one division of industry. The respective groups will then do an in depth study of their division. This study may include written reports, charts, graphs, diagrams, dioramas, and any other feasible materials. Each group will present its research to the class. (Utilize interviews (store owners) and first hand information such as factory tours.)

BB. Pupils should now try to correlate what they have learned relative to the three types of industry. Have class select a product to be manufactured such as a bicycle or automobile. The respective groups should then determine what their role would be in the manufacturing of the selected product. Pupils should organize (on paper) as completely as possible the tasks that their industry would have to perform in producing this product. When all groups have finished their organization of tasks, compile the information (bulletin board, mural, skits, etc.) and present to class. If possible, a field trip could culminate the study.

RESOURCES--Continued

EVALUATION--Continued

B. Pupil should be able to trace in writing the production of a particular item from conception to completion.

CONCEPT

Governments establish policies which serve the needs of the people.

Schools were established to meet the increasing need for technical and professional skill.

Capital is an accepted and necessary part of our industrial world.

BEHAVIORAL OBJECTIVES

A. The pupils will be able to state in writing three institutions which promote or control industry.

B. The pupils will be able to state in writing at least one way by which government promotes industry and one way by which it controls industry and explain how these examples relate to people's needs.

C. The pupils will be able to list in writing three occupations which require specific technical and professional education and where this education might be obtained.

D. The pupils will be able to name in writing two institutions which help industry in the handling of its capital.

CONTENT

C. Institutions promoting or controlling industry
   1. Government
   2. Education
   3. Banks and other financiers

ACTIVITIES

AA., BB., CC., DD. Use inductive-type questioning to lead the children through discussion to the type of information found in the outline below. Other industries could also be used.

AUTOMOBILE INDUSTRY

A. Education
   1. Jobs available
      a. Machinists, welders
      b. Engineers
      c. Research personnel
      d. Salesmen
      e. Assembler and foremen
      f. Office personnel (Typist, IBM, etc.)
      g. Designer
      h. Maintenance
      i. Others

B. Finance
   1. Banks
   2. Savings and loan
   3. Brokers
   4. Financiers

RESOURCES

EVALUATION

A. Pupils should list the three main institutions which promote or control industry.

B. Pupils should state in writing at least one way by which government promotes industry and one way by which it controls industry and explain how these examples relate to people's needs.

C. Pupils should list in writing at least three occupations which require specific technical and professional education and be able to state where this education might be obtained.

D. Pupils should name in writing two institutions which help industry in the handling of its capital.

BEHAVIORAL OBJECTIVES--Continued

ACTIVITIES--Continued

C. Government
   1. Regulates auto safety
      a. Types of regulations
         1) Seat belt
         2) Signal lights, running lights
         3) Dual brakes
         4) Collapsible steering column
         5) Head rests
      b. Reasons why
         1) Safety of people
         2) Industry failed to do so
   2. Government invests money

CONCEPT

** Cultural change is a continuous and accelerating process, effected through invention and borrowing. Change in one facet of a culture brings about a change throughout that culture.

CONTENT

D. Cultural change in industrial complexes
   1. Industrialization
      a. Early effects
         1) Workers left home to work in factories
         2) Working hours were very long
         3) Whole family worked
         4) Wages were very low
         5) People were no longer self-sufficient as in agrarian culture
         6) New machines required fewer farmers
      b. Immigration
         1) Increased population
         2) Brought new skills
         3) Brought new customs
      c. Later effects of industrialization that modify our culture
         1) Unions formed to help change poor working conditions
         2) Shorter working hours provided more free time
         3) Wages were better so standard of living rose
         4) High wages brought more material goods
         5) More free time required more and better recreational facilities

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list in writing at least four early effects Industrialization has had on culture.

ACTIVITIES

AA., BB., CC. Through questioning and discussion formulate an outline similar to the one given in the content
Suggestion:
1) Do you suppose a person's way of living was changed in any way due to the development of industry? How? (should cover a, 1-6)

RESOURCES

EVALUATION

A. Pupils should be able to list in writing at least four early effects industrialization had on culture.

BEHAVIORAL OBJECTIVES--Continued

B. The pupil will be able to state at least two ways in which immigrants contributed to cultural change.

C. Pupil will be able to list in writing at least four later effects of industrialization on culture.

D. Pupils will be able to define in writing the following terms - self-sufficiency, standard of living, wage, union, automation, etc.

ACTIVITIES--Continued

AA., BB., CC. Cont.
2) How might immigration have contributed to any cultural change? (b, 1-3)
(Continue along these lines till outline is complete)

AA., BB., CC. View filmstrips as a reinforcement for above material.

DD. Have pupils define terms listed in objective D, and place definitions in notebook. (Other terms may be added if necessary.)

CONTENT

2. Urbanization and its effects on culture
   a. People lived closer together
   b. There is a change in relationships between people
   c. Shelter is different - more multi-story buildings
   d. People are not self-sufficient in urban areas
   e. Stores provide food and clothing - Agrarian customs dying
   f. Large populations require many outlets for recreation
   g. Entertainment has grown in importance and has changed

RESOURCES--Continued

AA., BB., CC., Filmstrips:
Eye Gate, New Inventions and Industrial Development
Eye Gate, New Processes and Industrial Development
Library of Congress, A Nation of Immigrants, C418
Eye Gate, New Systems of Business Organization and Flood of Immigration, 80D

EVALUATION--Continued

B. Pupil should be able to state at least two ways in which immigrants contributed to cultural change.

C. Pupil should be able to list in writing at least four later effects of industrialization on culture.

D. Pupils should be able to define in writing the terms listed in objective D.

BEHAVIORAL OBJECTIVES--Continued

E. Pupil will be able to list in writing four effects of urbanization on culture.

F. Given a list of continents and parts of continents, the pupil will be able to classify pictorially each according to the following categories: industrial, some industry, industrialization planned, non-industrial.

CONTENT--Continued

h. Effects of transportation
   1) Highways
   2) Autos and pollution
i. Care of old people
j. Services of urbanization require different occupations

EE. Propose the following problem situation to the class:
West Allis has become completely cut off from the rest of the world. What effects on West Allis could you imagine would occur?
Have pupils write a composition proposing what these effects might be.

EE. Discuss resulting answers with class and list content related effects on the board. Pupils should place list in notebook of effects of urbanization. Define urbanization.

CONTENT

E. World industrial complexes

FF. Hold a review discussion of the conditions favoring industrialism. (Found at the beginning of unit.)

FF. View transparency of map showing distribution of industrialism throughout the world. Discuss transparency in the light of raw materials found in the regions, population, location, etc. Use atlas maps for this discussion.

RESOURCES--Continued

FF. Harper Row, World Cultures Past and Present, 1965, Map, 157
Transparency
Atlas, pp. 12, 19, 24, 32, 35, 39, 45-48.

EVALUATION--Continued

E. Pupils should be able to list in writing four effects of urbanization on culture.

F. Given a list of continents and parts of continents, the pupil should classify each according to the following categories: industrial, some industry, industrialization planned, non-industrial.

BEHAVIORAL OBJECTIVES--Continued

ACTIVITIES--Continued

FF. On an individual outline world map, have the pupil shade industrial, some industry, industrialization planned, and non-industrial areas. This should be done while viewing transparencies or looking in textbooks.

FF. Discuss the following questions to emphasize the element of change.
Looking at maps
1) Have the industrialized areas always been developed to this high degree?
2) Would you expect the other nations to remain static?
3) What might occur?
4) Can you give an example of an area which is undergoing a change right now? (Africa, India, S. America, etc.)

* CONCEPT

As cultures become more complex and technology more advanced, men become more interdependent. Consequently, the need for men to cooperate and assume responsibility increases.

BEHAVIORAL OBJECTIVES

A. Pupils will be able to list in writing at least four topics that are likely to influence cultural change and development for the future.

B. Pupils will be able to state orally that man's behavior largely determines how cultures will change.

CONTENT

F. Future cultural growth and change
   1. Pollution
   2. Population growth
   3. Leisure time
   4. Computers and automation
   5. Weapon development
   6. Racial differences
   7. Political influences
   8. Others

ACTIVITIES

AA. General class discussion. Utilize pupils' backgrounds and draw out topics listed in content. Discuss each in as much depth as the group can handle. Stress the future possible effects on culture. List the topics as they arise. When all have been covered that can be, have pupils place the list in their notebooks.

AA. Read some scientifically based predictions such as those by Isaac Asimov in the 1968 World Almanac, p. 39.

BB. Pursue through discussion the following question: What is the primary force behind cultural development and change? (Man and his behavior)

RESOURCES

EVALUATION

A. Pupils will list in writing at least four topics that are likely to influence cultural change and development for the future.

B. Pupils will state orally that man's behavior largely determines how cultures will change.

BEHAVIORAL OBJECTIVES--Continued

C. Pupils will state orally that men must be responsible and work together to insure that cultures continue to develop and change.

ACTIVITIES--Continued

CC. Utilize an inductive questioning approach to get pupils to see that men must be responsible and must work together to insure that cultures will continue to develop and change.
EXAMPLE:
1. What attitudes have been useful in developing cultures? (Hard work, trust, faith, reliability, responsibility--stress responsibility)
2. Can man bring about change by himself? (Usually not.)
3. What is necessary to bring about large scale development and change? (Working together.)
4. What might happen if man does not demonstrate responsibility and the ability to work together? (possible cultural destruction and almost certain cultural regression)

RESOURCES--Continued

EVALUATION--Continued

C. Pupils will state orally that men must be responsible and work together to insure that cultures continue to develop and change.

Item A to be used on a unit test.

Unit test to be given at this time.